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ABSTRACT

Genuine educational reform depends on developing relationships with the home, community groups, politicians, and the business community (Seeley, 1981). This report is the third of three volumes that are products of a 3.5 year study of education reform, with a focus on the role of parent, family, and community involvement in the middle grades. The study focused on comprehensive districtwide parent and community involvement programs, school restructuring, and school-initiated adult-child learning programs. This volume describes the original research design and provides an overview that highlights five primary areas of interest: key contextual factors that shape parent, family, and community involvement initiatives; the planning and design of initiatives; the current implementation of initiatives, and how the initiatives and roles of the school, staff, families, and communities have changed over time; the systems that support the planning, design, and implementation of these initiatives; and the outcomes that result from program implementation. The report discusses each of the three research focus areas--comprehensive districtwide programs; school restructuring; and adult-child learning programs. The report also provides definitions, explains the conceptual framework, and presents the questions that guided the research in each area. The study used a comprehensive set of criteria and initial telephone screening interviews to select nine sites representing well-developed middle-grade parent-, family-, and community-involvement initiatives in a variety of contexts. Six exhibits are included. The appendix contains site nomination summaries. (Contains 14 references.) (LMI)

ED 397 546

FINAL TECHNICAL REPORT
VOLUME III: TECHNICAL APPENDIX
Research Design and Methodology

STUDIES OF EDUCATION REFORM: PARENT AND COMMUNITY INVOLVEMENT IN EDUCATION

Office of Educational Research and Improvement,
United States Department of Education
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STUDIES OF EDUCATION REFORM: PARENT AND COMMUNITY INVOLVEMENT IN EDUCATION

FINAL TECHNICAL REPORT
VOLUME III

Research Design and Methodology

1995

By:

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RMC Research Corporation

This volume is one of three that are the culmination of a three and one-half year study of education reform, and specifically, the role of parent, family, and community involvement in the middle grades. The study addressed how school districts have provided opportunities for parents and families to be involved in education reform that benefits all children; how parents, families, and communities are involved in the restructuring of middle grade education; and school-initiatied activities that promote interaction between adults and students in their home settings. The study was carried out by RMC Research Corporation, under contract with the Office of Educational Research and Improvement in the U.S. Department of Education.

This volume contains the Research Design and Methodology we used in conducting the study. The Research Design defines each of the three research strands, or focus areas, of the study: comprehensive districtwide programs, school restructuring, and adult-child learning programs; provides a conceptual framework for each focus area; and lists the research questions developed for the focus area. The Methodology section includes the sample selection, data collection, and data analysis techniques used in conducting the study.

Volume I summarizes the current state-of-the-art, presents results of visits to each of nine sites as case study summaries, and provides a cross-case narrative that analyzes our findings across all sites in terms of the issues that emerged from our site visits. Volume I concludes with sections on the impact of reform efforts on outcomes for schools, practitioners, parents, and students; an assessment of the resources needed to carry out reform efforts; and implications for policy, practice, and future research.

In Volume II, we present the full text of each of the nine case studies. These case studies are narratives that present our findings from site visits conducted at these nine sites during the 1993-94 school year. The case studies are organized around six topics: Context, Program (including Planning, Design, and Implementation), Challenges, Supports, Outcomes, and Lessons.

The conduct of this study and the preparation of this report were sponsored by the U.S. Department of Education, Office of Educational Research and Improvement, under Contract No. RR91-1720.08 (Oliver Moles, Project Officer). Any opinions, findings, conclusions, or recommendations expressed do not necessarily reflect the views of the U.S. Department of Education. Nor do the examples included herein imply judgment by the Department or the

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PREFACE

Overview. In April 1991 the United States Department of Education, Office of Educational Research and Improvement (OERI) issued a Request for Proposals for twelve studies that focus on nationally significant recent education reform and restructuring efforts across the country. The fundamental purpose of each of these studies is to document and analyze promising and successful models and practices that others can learn from or emulate as they seek to reform American education. Based on existing data, the studies examine the impact of the reforms, particularly the impact on students, and especially the impact on student learning. What was expected of the reform? What has it accomplished?

In September 1991 RMC Research Corporation was awarded the contract to study parent and community involvement in education, emphasizing programs at the middle grades (grades 6-8), as one of the twelve studies of educational reform. Three aspects of parent and community involvement in education were the focus of this study: comprehensive districtwide efforts to involve parents, families, and community members in the education of all children; parent and community involvement in the restructuring of middle grade education; and the involvement of parents and families through interactive activities at home that support learning in school.

Scope of the work. Two major tasks undertaken during the study were the development of the research plan and the accompanying methodology. This volume represents our original conception of the design of the study. First, we provide a background of the proposed study, highlighting five primary areas of interest undertaken during the study: key contextual factors that shape parent, family, and community involvement initiatives (the larger and local environments); the planning and design of initiatives; the current implementation of initiatives, and how the initiatives and roles of the school, staff, families, and communities have changed over time; the systems that support the planning, design, and implementation of these initiatives; and the outcomes that result from the implementation of the program. Then, we discuss the plan in terms of each of the three research focus areas, or strands: comprehensive districtwide programs; school restructuring; and adult-child learning programs. Within each strand, we provide definitions, the conceptual framework, and the questions that guided our research in that strand.

Sample (site) selection, data collection, and data analysis are discussed in the section on Methodology. Using a comprehensive set of selection critieria and initial telephone screening interviews, we selected nine sites representing well-developed middle grade parent, family, and community involvement initiatives in a variety of contexts. During the spring and summer of 1994, researchers conducted a total of 18 site visits (two visits to each of nine sites). After the site visits, researchers analyzed and synthesized the data gathered during the visit into case study narratives. This report details the processes and procedures used during the conduct of the study.

Other key tasks for this contract, reported elsewhere, included: conducting a national conference (Rutherford, et al., 1992); a review of the current state-of-the-art and five commissioned papers (Rutherford, 1995); two initial practical products (Bernick, Rutherford and Elliott, 1993; Bernick and Rutherford, 1994), and a final practical product drawn from the cross-case narrative (RMC Research, 1995); and dissemination of information from the study (Rutherford, et al., 1993; Rutherford and Billig, 1995).

ACKNOWLEDGMENTS

I would first like to thank the local site coordinators in each of the nine sites for paving the way for our research teams. A special thanks to school district administrators, school principals, classroom teachers, volunteers, parents, and students who gave many hours of their time with the field teams discussing middle grade family and community involvement.

I especially want to acknowledge the work of my colleagues at RMC Research, especially Pat Seppanen, Michael Livesay, and Rivian Bernick . Each of them played a key role in framing the initial conceptual frameworks of the research focus areas, and developing methods for data collection and analysis. They also served served as leaders for the field research teams.

I want to thank Beckie Anderson and Cari Swenson. Without their help in compiling the site visitor's notebooks, we would have lacked the organization we valued so much.

To Rivian Bernick, Beckie Anderson, and Michael Livesay my thanks for the hours spent in telephone interviews with sites and the site nomination chart that ultimately led to the selection of the nine locations that we visited.

Without the support of the office staff we could not have done our job as well. Thanks to Ed Allen, Liz Goodman, and Mary Ann Strassner. Thanks, too, to Dagnija Langberg who - as a new staff member - pitched in to help with the last minute details.

A special thank you to the project's advisory group who helped with the initial conceptualization of the study, reviewed preliminary findings, and gave advice about our practical products. The five panel members were: Nancy Berla, formerly with the National Committee for Citizens in Education; Don Davies, past President of the Institute for Responsive Education, Boston University; Joyce Epstein, Johns Hopkins University, Co-Director (with Don Davies) of the Center on Families, Communities, Schools & Children's Learning; Warlene Gary, Project Manager, Center for the Revitalization of Urban Education, National Education Association; and Patrick Shields, SRI International.

Finally, I would also like to thank our OERI Contracting Officer's Technical Representative, Dr. Oliver Moles. His efforts helped the management of the study run smoothly, and his substantive comments on our work improved its quality.

Barry Rutherford
Project Director

RESEARCH DESIGN

Introduction

The field work carried out by RMC Research during the 1993-94 school year examined established and promising examples of school/family partnerships in education. The study emphasized parent, family, and community involvement activities, programs, and policies in middle grades (grades 6-8).

Rather than trying to deal with the whole field of parent, family, and community involvement, this study focused on three different research strands: comprehensive districtwide parent and community involvement programs, school restructuring, and school-initiated adult/child learning experiences. The focus of this research was:

- **Key contextual factors that shape these initiatives: the larger and local environments**

Parent and community involvement programs operate in the context of schools and school districts and in the larger community, state and national environments. When studying the implementation and ultimate outcomes of these programs, it was important to take these contexts into account. The unique role of policies, organizational and administrative structures, beliefs and attitudes, key decisions and events, key players, resources, and the effect of context on planning and design was critical to our understanding of these initiatives.

- **The planning and design of initiatives**

The original conceptualization of a parent and community involvement program may be found through the study of the planning and design processes. This research study focused on these processes with particular emphasis on the full range of strategies, practices, and shared responsibilities for parents and families, schools and districts as they participate in the education process. Epstein (1995) has codified these strategies, practices, and shared responsibilities into a framework that includes six major types of involvement. Epstein's framework includes:

> **Type 1: Parenting** refers to helping all families establish home environments to support children as students.

Type 2: Communicating refers to designing effective forms of school-to-home and home-to-school communications about school programs and children's progress.

Type 3: Volunteering refers to recruiting and organizing parent help and support.

Type 4: Learning at Home refers to providing information and ideas to families about how to help students at home with homeowrk and other curriculum-related activities, decisions, and planning.

Type 5: Decisionmaking refers to including parents in school decisions, developing parent leaders and representatives.

Type 6: Collaborating with the community refers to identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development.

The first research strand focused on comprehensive districtwide parent and community involvement programs that offer parents, families, and citizens from the broader community a variety of roles. Comprehensive districtwide programs include ways that parents, families, and communities can interact to improve education for all children; these programs may demonstrate most or all of the six types of involvement. Of special interest are the roles that parents, families, and communities play in governance (Type 5 involvement). When looking at districtwide programs, both restructuring and adult/child learning programs (Type 4 involvement) were included as strategies or outcomes for the school/family partnership effort. Restructuring and adult/child learning programs were considered "nested" within the comprehensive districtwide program.

The second research strand focused on schools where parent and community involvement was viewed as a part of fundamental school change. Here, the involvement of parents, families, and community members was a strategy used by schools, or a direct outcome of the restructuring process; some or all of the six types of involvement were found here. The third research strand encompasses school-initiated programs and activities at the classroom level that help parents strengthen student/family learning experiences (Type 4 involvement).

- **The current implementation of initiatives, and how the initiatives and roles of school, staff, families/communities have changed over time**

A number of studies have suggested that the implementation of exemplary programs can have a substantial impact on schooling practice and student learning (Vaughan, et al., 1987), but the extent to which these programs are institutionalized depends on a host of factors, including evidence of effectiveness and descriptions of conditions required for implementation.

Wang (1992) contends that even an effective program will not work unless it is properly implemented. Firsthand reports of day-to-day operation and program impact help to answer questions such as: Do we have the personnel and other resources to operate the program? Would we like to see this program operating in our school/district on a daily basis? The degree of successful implementation helped to answer questions such as: In what contexts and under what conditions did program implementation best occur? What is the specific linkage between implementing each aspect of a program and its intended outcomes? To what degree has the program been institutionalized throughout the school/district?

Program implementation is not static. It was important to explore the ways in which these initiatives have changed from the original conceptualization through the operational phases of actual implementation.

- **The systems that support the planning, design and implementation of these initiatives**

Effective planning, design and implementation require strong support systems. These systems were broadly categorized into external and internal supports. External supports included consultants, technical assistance, family/community program advocacy, and the use of resource information in planning, design, and implementation. Internal supports focused on the school/district: staff development, staffing patterns, resource allocation, and ongoing program review/planning. Special emphasis was placed on the roles of leadership, resources, and the use of research information as supports for implementation.

- **The outcomes that result from the implementation of the program**

Research suggests that a large number of school variables are moderately related to learning outcomes (Wang, Haertel, & Walberg, 1990), but few, if any, isolated variables prove

to be strongly related to important student outcomes. The review of the research on parent involvement, and literature pertaining to the middle grades (Rutherford, Billig, & Kettering, 1993) supports this claim. At best, there is an **associative** link between family involvement and student achievement outcomes. Other program outcomes, however, may be directly related to implementation: the strengthening of school/family partnerships through parent, family, and community involvement in varied roles; increased parent/community involvement as a result of restructuring; and increased family knowledge of school curriculum, curriculum-related policies, and student learning.

There were two primary objectives to be accomplished from the field work. First, the field work lead to the preparation of individual case studies and a cross-case analysis (see Rutherford, et al., 1995a; 1995b). The individual case studies highlighted the "lessons" that we learned in the field, e.g., the practices that foster learning in the home; the ways that parents, families, and community members are involved in schools that have restructured or are restructuring; and the changes in roles that occur when parents, families, and communities become involved in schooling. Second, the field work informed the development of a practical product (see Adler, et al, 1995). This product is designed to address the needs of school personnel, parents, families, and communities as they work together.

Selection of the sites to be used as our sample was designated as a separate task in the original proposal. Initially, a common site selection plan was specified since the three strands overlap and a site could potentially qualify for inclusion as a candidate in more than one strand. The conception of three research strands required clarification of both general criteria for site selection and specific criteria for each research strand. A detailed explanation of the tasks involved in the process for sample selection is included in a later section of this report.

Organization

In the original proposal a general conceptual framework and common set of research questions were proposed for the three research strands. Based on background research completed as part of Phase I of the contract (Rutherford, Billig & Kettering, 1993; Chavkin, 1993; Chrispeels, 1993; Epstein & Connors, 1993; Scott-Jones, 1993) and a review of the framework and research questions by the project advisors, the Research Design was customized for each of

the three research strands. The design for each research strand includes the following elements that are described in detail:

- Definition of the Research Strand
- Conceptual Framework
- Research Questions

Research Strand 1.0

Comprehensive Districtwide Parent and Community Involvement Programs

1.1 Definition of the Research Strand

Creating and sustaining school/family partnerships are the cornerstone of comprehensive districtwide parent and community involvement programs. These school/family partnerships were defined by the activities and strategies in which schools and families engage to support the learning of all children in the district; these partnerships also implied shared responsibilities for both schools and families.

This research strand looked at the ways school/family partnerships have been planned, designed, and implemented throughout district; current implementation and changes in implementation over time; external and internal support systems; and districtwide school/family partnership outcomes. Since comprehensive districtwide parent and community involvement programs do not exist in isolation, this research strand focused on factors that shape these district-initiated school/family partnerships - not only those factors and events within the control of the school district but also factors and events outside its control.

The research in this strand included particular aspects of parent and community involvement also stressed in the other two strands. For example, home learning - categorized as Type 4 involvement - was included in this strand. Additionally, districts involved in restructuring may also be implementing comprehensive districtwide parent and community involvement programs. It should be noted, however, that this research strand focused only on programs initiated at the district level and implemented throughout district schools.

Primary emphasis was placed on districtwide parent and community involvement that target middle grade (6-8) schools. A site was defined as a school district. Multiple schools within three different districts with comprehensive parent involvement programs were visited twice.

1.2 Conceptual Framework

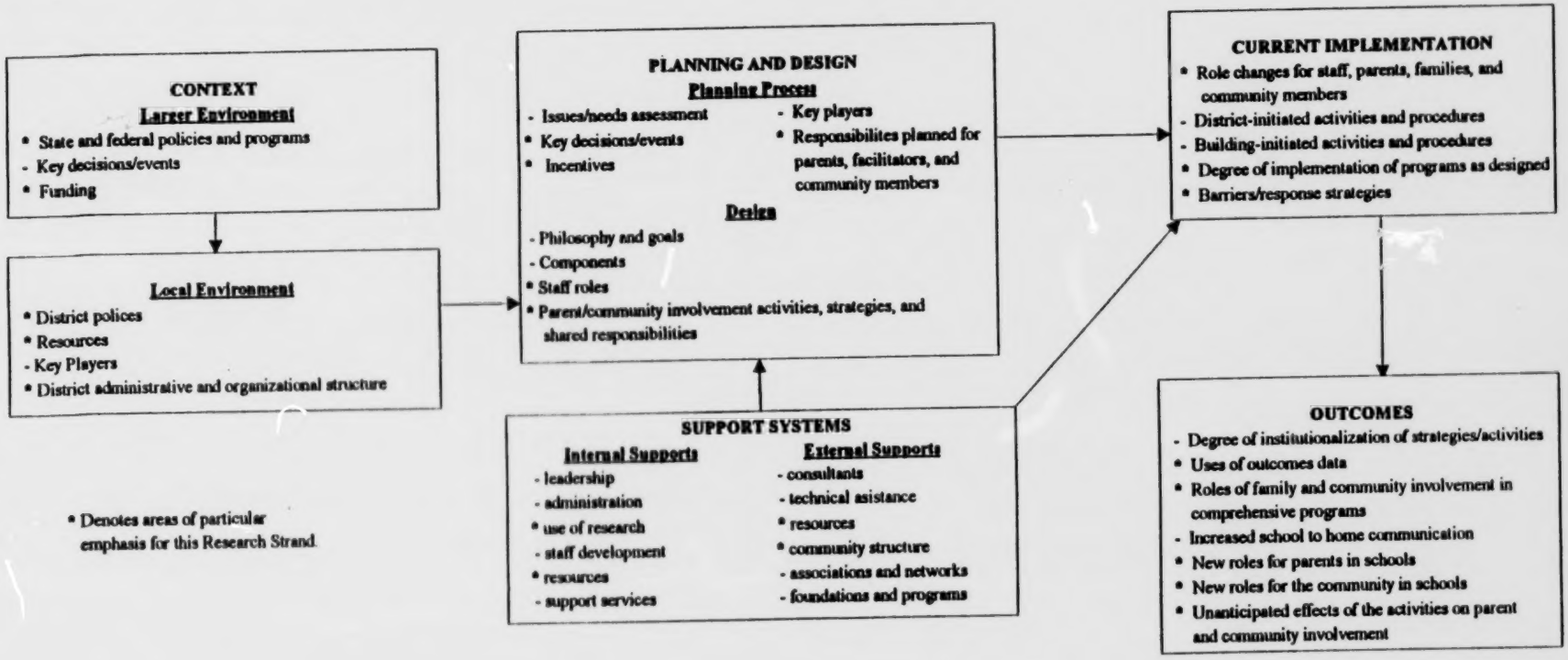
The literature review (Rutherford, Billig, & Kettering, 1993) and commissioned papers related to districtwide parent and community involvement programs (Chavkin, 1993; Epstein & Connors, 1993) suggested a conceptual framework that includes both larger and district contextual variables; program planning and design; current implementation; systems to support the planning, design, and implementation; and a range of outcomes. A graphic representation of the framework appears as Exhibit 1 on the following page.

Context. Context variables operate at the macro-level and directly influence the planning and implementation of comprehensive districtwide parent and community involvement programs. These context variables were divided into two distinct categories: larger environmental context and district context. It was important to note the changes over time in both the larger and local environmental contexts.

- **Larger environmental context.** The larger environmental context referred to background forces that are typically beyond the control of the school district. These variables serve to inhibit or promote the planning, design and implementation of comprehensive districtwide parent and community involvement. These larger environmental contextual variables included federal and state policies and programs concerning parent involvement, key decisions and events, and funding.
- **Local environmental context.** Local environmental variables were site-specific and were influenced by: district policies; resources; key players, decisions, and events; and district administrative and organizational structure including goals, authority patterns, norms/rules/practices, and work arrangements.

Planning and design. Effective districtwide parent and community involvement programs involved conscious planning and design prior to and during implementation. The factors to be considered in planning were issues/needs assessment; and key players; decisions and events; incentives; and responsibilities planned for parents, facilitators, and community members. In the design of programs the variables that were critical were philosophy and goals, program components, and roles for key district staff. The design of activities, strategies, and shared responsibilities to promote school/family partnerships were also key elements which were studied.

Exhibit 1
Comprehensive Districtwide Parent Involvement Programs
Conceptual Framework



* Denotes areas of particular emphasis for this Research Strand

Current implementation. Current implementation refers to the way that the design of the program was carried out in practice. During implementation programs frequently experience changes from the way they were originally designed. It was important to discover any changes from the prescribed plan and design through the implementation of the program, and key turning points during the process. Key variables for study were the role changes for staff, parents, families, and community members; district- and building-initiated activities and procedures; barriers encountered during implementation; and the strategies used in response to those barriers.

Support systems. Successful comprehensive districtwide parent and community involvement programs require support systems. The supports for programs may be either external to the district, e.g., the role of technical assistance, or internal supports, e.g., the use of research information. Additionally, supports include: administrative structures at the district and building level; support services; systematic staff development activities; resource allocation that may include both in-kind and fiscal, physical, and human resources; and family/community program support.

Outcomes. Program outcomes were presumed to be related to effective implementation. The primary focus of outcomes was on the perceived and actual impacts on students, parents, school staff, community members, the school district and building, or program in strengthening school/family partnerships.

Other outcomes included the degree of institutionalization of parent and community involvement strategies and activities; increased parent and community involvement; and increased family knowledge about school curriculum, and curriculum-related activities. It was hypothesized that the outcomes of the program lead to refinement of program planning, development, implementation, and support systems. Outcomes also impacted the local environmental context of the program.

1.3 Research Questions

The following questions guided data collection and analysis. The majority of these questions were stated in the RFP, but were reordered and expanded to reflect the issues and relationships among specific variables that were depicted in the conceptual framework related to

comprehensive districtwide parent and community involvement. Asterisks denote questions that were a primary focus for the research.

Context

*1. What is the larger environmental context for comprehensive districtwide parent and community involvement programs?

1.1 What federal and/or state policies or practices have affected the development of comprehensive districtwide parent and community involvement programs?

*2. What is the local environmental context for restructuring as it relates to comprehensive districtwide parent and community involvement programs?

2.1 What district policies or practices have affected the development of comprehensive districtwide parent and community involvement programs?

3. What was the influence of the larger environment on the local environment?

Planning and Design

*4. What were the basic features of the planning process for comprehensive districtwide parent and community involvement programs?

4.1 What were the key decisions/events that occurred during planning?

4.2 What were the roles of the key players?

*5. What was the design of the comprehensive districtwide parent and community involvement program?

5.1 What types of strategies/activities were included in the initial design; how did their conception evolve?

6. What was the effect of the local environment on planning and design?

Current Implementation

7. What are the key characteristics of the comprehensive districtwide parent and community involvement program that have been implemented by the district?

7.1 What initial districtwide activities were implemented? How similar were the activities to the original design? What accounts for any differences?

*7.2 Who has been involved in the implementation of the program activities and what roles do they play?

*8. What have been major barriers to the implementation of comprehensive districtwide parent and community involvement programs? What strategies have been used to respond to these barriers?

Support Systems

*9. What external or internal supports were required in the planning, design, and implementation of the comprehensive districtwide parent and community involvement program? What supports were most important?

9.1 What were the effects of internal and external supports on the comprehensive districtwide parent and community involvement program?

*10. What fiscal or other resources have been used to plan, design, implement, and sustain the comprehensive districtwide parent and community involvement program?

10.1 If extra funds were required, how much extra was needed, what was the source of these funds, and how were they obtained?

Outcomes

*11. What are the effects of the comprehensive districtwide parent and community involvement program on:
school-home communication?
new roles for parents in schools?
new roles for schools regarding parents?
new roles for the community in schools?

11.1 What are the unanticipated effects of the comprehensive districtwide parent and community involvement program on family and community involvement?

Research Strand 2.0:
School Restructuring and Parent Involvement

2.1 Definition of the Research Strand

Restructuring efforts often target parent and community involvement as an area for improvement or change. It is also the case that involvement programs are established or enhanced as the result of a range of restructuring activities, none of which is specifically targeted

at improving family involvement. Family and community involvement may be either a strategy or a goal in school restructuring, or both.

"Restructuring" refers to fundamental changes in one or more key components of schooling. Site-based management, for example, is often considered a restructuring strategy, because it reorganizes the management structure of schools in a basic and frequently dramatic way. "Restructuring" in this research strand is understood to require substantial changes in more than one of the following components: family and community involvement in schooling; governance and finance; administration and management; training and assignment of staff and other human resources; use of technology; curriculum and instruction; and assessment and evaluation. Extensive implementation of the principles of the middle school philosophy can be one example of school restructuring.

Restructuring of the components of schooling can be expressed as changes in leadership and decision making; organization of staff duties and relations; student activities and roles; curriculum; pedagogical strategy and practice; use of high-tech materials and innovative technologies; expected outcomes, assessment, and accountability; external relations, including relationships with families and communities; and many other activities. Broad scope or comprehensive restructuring efforts that address several of the basic components of schooling may or may not include family and community involvement activities. However, the systemic nature of schooling implies that effects on family and community involvement are likely to be seen in restructuring schools even if that component is not specifically a focus of the restructuring program.

Fieldwork conducted as part of this research strand focused on family and community involvement strategies in restructuring programs that affect students in the middle grades (6-8). Restructuring efforts originated at various levels, representing a statewide initiative, a district initiative, and a building-level initiative.

The goal of this research focus area was to identify and analytically describe parent, family, and community involvement programs that are exemplary, especially innovative, or highly promising, and that were within the context of a restructuring school. The central focus was on the family and community involvement program or component of the school's activities. In this respect, school restructuring is simply another environment or context for family and community

involvement programs, albeit one that was most immediate and likely to be dramatically significant for the involvement activities.

2.2 Conceptual Framework

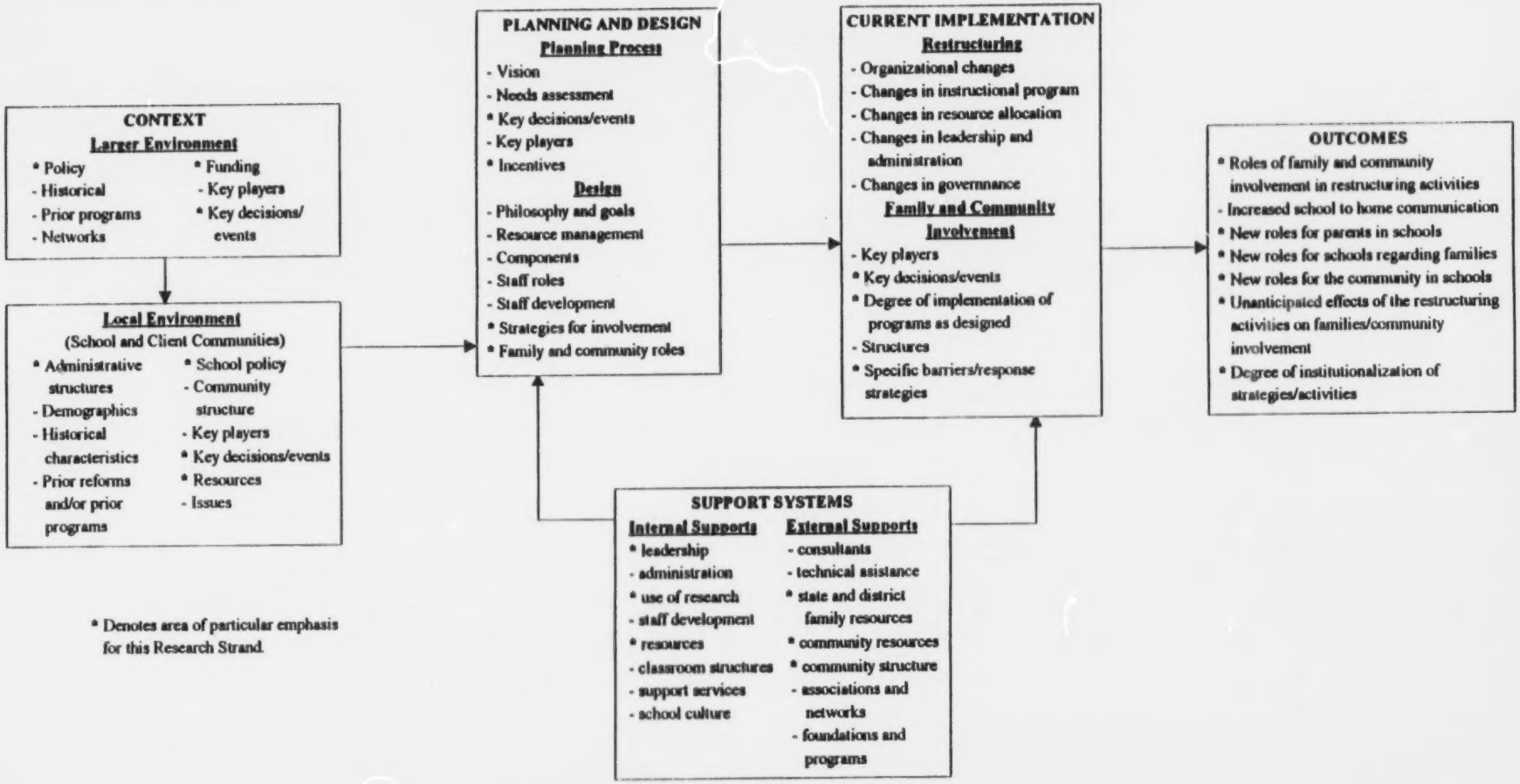
The literature review (Rutherford, Billig, & Kettering, 1992), a commissioned paper related to restructuring parent involvement (Chrispeels, 1993), and reviews of school restructuring in general (Sheingold, 1991; Timar and Kirp, 1989; Prestine and Bowen, 1993; Crandall, Eiseman & Louis, 1993) suggest a conceptual framework that includes contextual variables, program activities, and a range of outcomes that includes change in family and community involvement. Exhibit 2 on the following page is a graphic representation of the framework.

Context. Political, cultural, economic, professional, and administrative factors form an environment that can have both direct and indirect effects on building-level restructuring. The larger environmental variables are beyond the control of the key players at the building level, but must be considered in any restructuring effort. These factors can influence decisions to restructure as well as the course of activities undertaken, including family and community involvement. Contextual variables may be categorized according to the scope of their operation, seen from the perspective of the school building level, the larger environmental context, and the local environmental context.

- **Larger environmental context.** Federal, state and district level variables that form a context for such programs include policies, restructuring networks, key players, key decisions/events, funding from all sources (including private funding), and specific historical experiences.
- **Local environmental context.** The local environmental context for program planning and action tends to be highly influential and site-specific, that is, at the level of a school building and its client communities. Many of the same kinds of factors are seen at this level as in the larger environment: school policies and practices, historically specific experiences including prior reforms and involvement programs, organizational characteristics, key players, decisions/events, community structures, and fiscal and human resource availability.

Planning and design. Family and community involvement strategies and activities may take place within or alongside the restructuring program in a given school. In Exhibit 2, we

Exhibit 2
School Restructuring and Parent Involvement
Conceptual Framework



* Denotes area of particular emphasis for this Research Strand.

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depicted the planning, design, and implementation aspects of restructuring and involvement programs as two separated tracks in order to accommodate the varying degrees of coordination between them that could potentially be found across different sites. Analytical focus, however, remained on the involvement process. Restructuring was described and discussed to the extent that its process was a significant context or determinant of the involvement program.

For both restructuring in general and family involvement in particular, there were several important factors to examine about the planning process. These included the participants, the vision, the assessment of needs, key decisions and events, key players, and incentives.

In designing the restructuring program as it relates to family and community involvement, other factors were critical: philosophy and goals; resource management; program components; staff development; staff, family, and community roles; and strategies for involvement.

Current implementation. The implementation for both the restructuring process for the school, and the specific program of family and community involvement is indicated in Exhibit 3. For restructuring, key factors included in the framework included changes in: organization; instructional program resource allocation; leadership and administration; and governance. Key factors in family and community involvement included: key players; key decisions/events; degree of implementation of programs as designed; structures; and specific barriers, and response strategies used to overcome those barriers.

Support systems. Successful programs of change require a variety of resources, activities, and supportive environments. This was particularly so for restructuring efforts, which tended to be both more fundamental and more comprehensive than other programmatic change efforts. Parent and community involvement strategies in the restructuring process were highly influenced by the school and community climate; appropriate staffing patterns and development; administrative and management structures; leadership; organizational structures; support services and infrastructures such as facilities and other material resources; financial, material, and human resources; technical assistance; professional associations and networks; and the action of parents and community members themselves.

Outcomes. Program outcomes were presumed to be related to effective planning and implementation of the program elements. Our conceptual framework included some degree of institutionalization for outcomes, in particular the institutionalization of family and community

involvement strategies. There were perceived and measurable benefits or influences from the program. Impacts included the roles of family and community involvement in restructuring activities; increased school to home communication; new roles for parents in schools; new roles for schools regarding families; new roles for the community in schools; and unanticipated effects of the restructuring activities on families and community involvement.

2.3 Research Questions

The following questions guided data collection and analysis. The majority of these questions were stated in the RFP, but we have reordered and expanded them to reflect the issues and relationships among specific variables that were depicted in the conceptual framework related to restructuring and parent/community involvement. Asterisks denote questions that were a primary focus of the research.

Context

*1. What is the larger environmental context for restructuring as it relates to family and community involvement?

1.1 What federal or state policies or practices have facilitated or inhibited the development of restructuring as it relates to family and community involvement?

1.2 What funding, if any, was provided for the district/school toward restructuring? What was the source of these funds?

1.3 What key decisions/events in the larger environment have affected restructuring as it relates to family and community involvement?

*2. What is the local environmental context for restructuring as it relates to family and community involvement?

2.1 What administrative structures in the local environment exist or were created to facilitate the restructuring effort?

2.2 What school or district policies have facilitated or inhibited the planning and development of restructuring as it relates to family and community involvement?

2.3 What key decisions/events in the local environment have affected restructuring as it relates to family and community involvement?

2.4 What resources has the school, district, or community provided for the restructuring effort?

3. What was the influence of the larger environment on the local environment?

Planning and Design

*4. What were the basic features of the planning process for restructuring activities? What were the basic features of the planning process for family and community involvement as an aspect or outcome of restructuring?

4.1 Who participated in any planning activities and what was their perception of the problem or issues to be addressed?

4.2 What was the substance of any plan and subsequent revisions?

*5. What was the design of restructuring activities? What was the design of the parent and community involvement program as a strategy or intended outcome of school restructuring?

5.1 What types of strategies/activities were included in the initial design; how did their conception evolve?

5.2 What role, if any, was conceived for family and community involvement in the restructuring effort?

6. What was the effect of the local environment on planning and design?

Current Implementation

*7. What are the key characteristics of the restructuring effort? What are the key characteristics of restructuring as it relates to family and community involvement?

7.1 What initial restructuring activities were implemented? How similar were the activities to the original design? What accounts for any differences?

7.2 Who has been involved in the implementation of the restructuring and family/community involvement activities and what roles do they play?

*8. What have been major barriers to the implementation of restructuring programs as it relates to family and community involvement? What strategies have been used to respond to these barriers?

Support Systems

*9. What internal and external factors or conditions supported the planning, design, and implementation of restructuring and of family and community involvement?

9.1 How did supports for the overall restructuring activities affect the design and implementation of family and community involvement?

9.2 What were the effects of internal supports for family and community involvement?

9.3 What were the effects of external supports for family and community involvement?

*10. What fiscal or other resources have been used to plan, design, implement, and sustain the restructuring and restructuring as it relates to family and community involvement?

10.1 If extra funds were required, how much extra was needed, what was the source of these funds, and how were they obtained?

Outcomes

*11. What are the effects of restructuring activities on:

school-home communication?

new roles for parents in schools?

new roles for schools regarding parents?

new roles for the community in schools?

11.1 What are the unanticipated effects of the restructuring activities on family and community involvement?

Research Strand 3.0:
Adult-Child Learning Programs (Home Learning)

3.1 Definition of the Research Strand

Home learning refers to adult-child learning experiences at home (e.g., the completion of homework, leisure reading, family discussions, educational games, and enrichment activities) facilitated by the school and/or teacher through school-initiated activities, phone calls and written materials sent home, workshops, and seminars with parents that are provided on a sustained basis. Primary emphasis is placed on activities to promote home learning that involve the upper elementary and middle grades (6-8).

3.2 Conceptual Framework

The literature review (Rutherford, Billig, & Kettering, 1992) and commissioned paper related to home learning (Scott-Jones, 1993) suggest a conceptual framework that includes contextual

variables (at the community, district, and building-level); planning and design; current implementation (including attitudes and beliefs about parent/family roles; activities and practices to promote home learning; other kinds of family/community involvement; and barriers/response strategies); support systems that include the use of research information, classroom structures, and parent attitudes/beliefs about children and their learning; intermediate outcomes that center on the changes in the relationships between parents and families and schools regarding learning activities in the home; and ultimate outcomes for students in terms of increased skills/knowledge and positive attitudes about school and learning. A graphic representation of the framework appears in Exhibit 3 on the following page. The rationale for each of the different kinds of variables included in the framework is discussed below.

Larger environment. Community variables often operate as contextual variables that are highly influential, site-specific constraints both on the school district and the family. Among these are size, locale, economic condition, ethnic composition, and relations between the school district and different types of business and civic organizations.

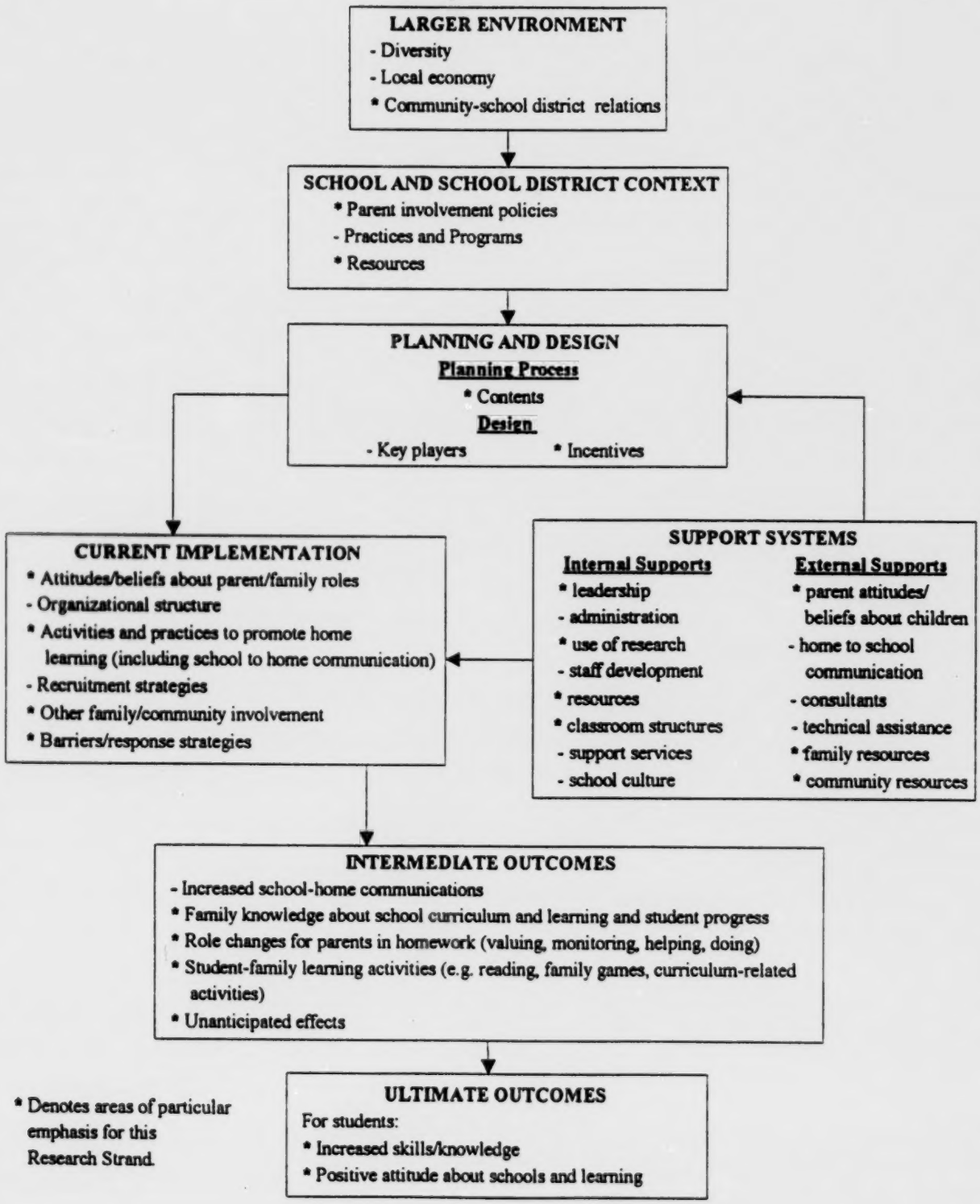
School district context. Examples of school district variables include district-specific policies, practices, and resources that often have a major influence on the planning, design and implementation of a school-based program.

Planning and design. The planning and design of school-initiated activities and practices to promote home learning may or may not be part of a formal or distinct "parent involvement program." They may also represent activities that are informally part of school and classroom operations. Factors for investigation include the planning process, key players, and incentives that are part of the design of these activities.

Current implementation. Five categories of characteristics or variables -- attitudes and beliefs, organizational structure, activities and practices, recruitment strategies, and family/community involvement more broadly -- are hypothesized to interact with the support systems to promote home learning activities. Of interest during implementation are the barriers faced by schools and teachers and the response strategies employed to overcome these barriers.

Support systems. Regardless of whether or not adult-child learning activities are part of a "program," their successful implementation requires a school-wide support system that may

Exhibit 3
Adult-Child Learning Programs
(Home Learning)
Conceptual Framework



* Denotes areas of particular emphasis for this Research Strand.

include leadership and administrations, changes in the school culture, systematic staff development, new organizational structures and staff roles, support services, the use of research-based information, and resources (funds and time). Beliefs and resources on the part of families and students work interdependently with the school's efforts to promote home-school and home learning outcomes. Home to school communication, the use of technical assistance, and community resources are external supports that foster home learning.

Intermediate outcomes. The intermediate outcomes include increased school-home communications; family knowledge about school curriculum, learning, and student progress; role changes for parents in homework; and the pattern of home learning activities (such as reading family games, and other activities), and are presumed to be related to the effective implementation of school-based activities. In addition to their valued function in contributing to other desired program impacts on students, teachers, and families these activities are valued outcomes in and of themselves.

Ultimate Outcomes. As an ultimate outcome, home learning activities are hypothesized to have an impact on student learning (increased skills/knowledge) and positive attitudes about school and learning.

3.3 Research Questions

The following questions guided data collection and analysis. The majority of these questions and subquestions were stated in the RFP, but we have reordered and prioritized them as overall questions and subquestions to reflect the key issues and relationships among specific variables that are depicted in the conceptual framework related to adult-child learning experiences (home learning). Asterisks denote questions that were a primary focus of the research.

Context

*1. What is the larger environmental context for adult-child learning programs?

1.1 What demographic, economic, and historical factors were involved in shaping the design and implementation of these programs and activities?

*2. What is the local environmental context for adult-child learning programs?

2.1 What district, school policies or practices have facilitated or inhibited the development of school/teacher initiated programs and activities to promote student-family learning?

2.2 What district, school, and teacher resources were required to implement these programs and activities?

3. What was the influence of the larger environment on the local environment?

Planning and Design

*4. What were the basic features of the planning process for adult-child learning experiences?

4.1 Who participated in any planning activities and what was their perception of the problem or issues to be addressed?

4.2 What was the substance of any plan and subsequent revisions?

*5. What was the design of the adult-child learning program?

6. What was the effect of the local environment on planning and design?

Current Implementation

*7. What are the key characteristics of the program and activities that have been initiated by the school/teachers?

7.1 How similar are these key characteristics to the original design? How have the goals, key characteristics of the program and activities, resources, or anticipated outcomes changed since the program or activities were initiated?

7.2 Who has been involved in the implementation of the program activities and what roles do they play?

*8. What have been the major barriers to the implementation of the program and activities, and how have these been overcome?

Support Systems

*9. What internal or external supports were required in the planning, design, and implementation of these programs and activities?

*10. What resources have been used to plan, design, implement, and sustain these programs and activities?

10.1 If extra funds were required, how much extra was needed, what was the source of these funds, and how were they obtained?

Intermediate Outcomes

*11. What have been the perceived and actual benefits of the program/school-initiated activities on families and school staff?

11.1 How have these benefits been assessed?

11.2 Is it possible to separate the impact of this program/activities from other factors that might affect outcomes for the key players?

Ultimate Outcomes

*12. What have been the ultimate outcomes for students in terms of increased skills/knowledge and/or positive attitudes about school and learning?

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METHODOLOGY

Sample Selection

Introduction

Throughout the sample selection process, RMC Research Corporation kept two goals clearly in mind:

- The sites chosen to be included in the sample must represent effective, highly innovative, or promising programs for parent and community involvement; and
- Site characteristics must be suitable for examining one of the three research focuses (e.g., comprehensive districtwide parent and community involvement programs, restructuring middle grade education, and adult/child learning programs).

RMC conducted an extensive search of potential sites from sources such as participants at the National Conference, Advisory Group members, organizations and associations involved with parent, family, and community involvement, and from the review of the current state-of-the-art in research, literature and practice. Referrals for the most part were general in nature (e.g., a district was known to be implementing an innovative parent and community involvement program or activities); our consideration of the different sites for each of the three focus areas had to follow initial contact and information gathering from the referred programs. An RMC staff person then contacted each site to gather preliminary background information using the criteria established for sample selection. Sites not meeting this basic screening were then dropped from further consideration. As was expected, some sites met the criteria for more than one area.

Site Selection Criteria

Additional site selection criteria were specified and refined through brainstorming and discussion among project staff, in discussion with the COTR, and as a result of discussions with the Advisory Group. Site characteristics were defined as follows, by research focus area:

- **Comprehensive Districtwide Parent and Community Involvement Programs (Site = District)**

  A site was defined as a district. Three sites were each visited twice. More than one school within three different districts with comprehensive parent involvement programs were visited. Research focused on the planning, implementation, and support systems of districtwide parent and community involvement programs. Of particular interest were

the activities, strategies, and shared responsibilities of schools and families outlined in Epstein and Connors' (1993) typology of school/family partnerships.

- **School Restructuring and Parent Involvement (Site = Building)**
  "Restructuring" refers to fundamental changes in more than one major component of schooling. A restructuring site was defined as a single school building, or two or more school buildings that organized their program so that they were mutually interdependent for implementation, e.g., sites with shared faculty or facilities. Three sites were each visited twice.
- **Adult/Child Learning Experiences (Site = Building)**
  Adult/child learning experiences refers to learning experiences at home facilitated by the school and/or teacher through school-initiated activities such as the following: phone calls and written materials sent home, workshops, and seminars with parents that are provided on a sustained basis. A site was defined as one or more buildings within a single school district or one building in each of two districts that were located within driving distance of each other. Three sites were visited twice. A site in the adult/child learning experiences focus area concentrated on activities that were facilitated by schools and/or teachers.

A number of additional site selection criteria were identified early in the selection process as important to consider after the identification of promising programs. These general and specific criteria are presented below.

General Selection Criteria

1. School must include target population in grades 6 through 8, but need not include each of these grades, i.e., 6, 7 and 8.
2. The parent and community involvement program should be well-developed. This criterion is operationalized to include indicators such as the following:
   - the program has been in operation at least two years; involvement of parents and teachers may have varied during the course of the program;
   - there are written program materials;
   - district and/or building level resources (financial, in-kind, human) have been or are being committed;

- the involvement of families from ethnic, cultural, and linguistic backgrounds that reflect the school population's diversity is sought or accomplished;
- the program is continuing for the 1993-1994 school year;
- programs with data about the program's impact on students and families will be preferred.

3. The programs selected are representative of a variety of contexts.
   - geography - sites are located in the following regions of the country: south, southwest, midwest, and northeast;
   - demographic setting - sites are in urban or small town/rural settings;
   - organization at the building level is middle school, junior high school, or K-8 school.
   - there are sites with programs that are building-specific, part of a district-wide effort, or part of a more comprehensive effort.
4. Programs that are not the subject of other major evaluation or research studies that are being conducted independently of the school district will be preferred, other criteria being equal.

Specific Selection Criteria for Each Research Focus Area

Comprehensive Districtwide Parent and Community Involvement Programs

1. Each site should show evidence of a district level commitment to at least four out of six of Epstein's major types of parent involvement; one of these types must be Type 5 (decision making, governance, advocacy); there also may be evidence of other types of parent and community involvement.
2. Each site should show evidence of a formal, written parent/community involvement policy.

School Restructuring and Parent Involvement

1. The restructuring initiative must explicitly include family and community involvement as either a strategy or an outcome of the restructuring process.
2. If possible, sites should represent restructuring efforts initiated at more than one of the following levels: the local building level; the district level; or the state level.

Adult/Child Learning Experiences

1. Each program should promote a range of adult/child learning strategies and activities that focus on the curriculum (e.g., promotion of general study and learning skills/motives; reading with children; assisting with varying roles for parents in assisting with homework; family games, activities, discussion).

As sites were identified and screened, it became clear that few sites showing model practice would also conform to all of the other criteria. In addition, we discovered that some sites which were among the most exemplary or interesting in their programs were also comprehensive in scope, and therefore were strong candidates in two or even three of the planned research focus areas. These factors were taken into account in our considerations; the following section of the report are site summaries that detail characteristics for each of the sites recommended to the Contracting Officer's Technical Representative, by research focus area. Then, we discuss those sites that qualified across focus areas, provide a rationale for recommendations that required particularly complex judgements, and clarify any points that may not be apparent from the summary presentation. As an Appendix to this report, the Site Nomination Summary presents a detailed analysis of each of the sites that were recommended to the Contracting Officer's Technical Representative for consideration as final selections.

Discussion

Most of the sites recommended for inclusion represent some compromise when considered across the various criteria that were established. The most important points that we saw about each site are highlighted in the following list. Sites recommended as finalists are starred; the others served as alternates.

Comprehensive Districtwide Parent and Community Involvement Programs

Tallahassee, FL	Very strong program; very wide range of activities and materials; Laboratory school; unusual district structure
*Fort Worth, TX	Strong district coordination; very diverse; many strategies; high poverty urban population

*Louisville, KY	Strong program with a long history of implementation; wide range of school options; studied extensively; strong state involvement
*Minneapolis, MN	Strong program with a long history of implementation; ethnic diversity; representation of diversity varied; state involvement
Rochester, NY	Comprehensive program; parent recognition component; diversity

School Restructuring and Parent Involvement

*J. B. Beck Middle School, SC	Strong program with a long history of implementation; demographic and ethnic diversity; involvement as central restructuring strategy
Chaska Middle School, MN	Comprehensive restructuring; strong involvement program; rural, small town, and suburban students in one school
*Lamoni Community Middle School, IA	High poverty rural students; long history of program implementation; very active and broad range of restructuring efforts; middle school is result of parental involvement
Camel's Hump Middle School, VT	Strong restructuring program with involvement a central component; innovative approaches; little poverty or diversity
*Shelburne Middle School, VT	Restructuring partially as outcome of parent involvement; strong but informal district effort, little poverty or diversity in school

Adult/Child Interactive Learning Experiences

*District 3, New York City, NY	Strong, coordinated program; many innovative materials and activities; diversity; poverty
*Parent Center, Natchez, MS	Strong program integrating work with students and parents; high poverty rural; Chapter 1 focus; located only at one school
*Multiple Schools, Rochester, NY	Wide range of school-initiated activities; diversity

FSUS, Tallahassee, FL — Innovative school-initiated activities and materials; Laboratory school; unusual district structure

Rationale. Some of the schools recommended were in small towns with little ethnic or economic diversity. Shelburne's community involvement emphasis in the past allowed input from parents that led the school to restructure its program to serve middle grade students, presenting an interesting facet of the overall restructuring plus parent involvement combination. As a union district, it also was a site with very strong but informal district leadership for parent and community involvement. Camel's Hump Middle School was attempting an innovative restructuring program that was predated by some of its parent involvement efforts, and was partially built on those efforts. Increased community involvement also was a clear and central goal of all activities in that school.

Finally, we were able to locate some sites that not only presented interesting programs, but served particularly diverse populations in demographic and economic terms. Chaska Middle School draws from very rural areas, small towns, and a community on the outer suburban reaches of the Twin Cities area in Minnesota. Beck Middle School serves students from agrarian rural areas, rural and urban fishing communities, and urban neighborhoods with diverse occupational patterns. Lamoni Community Middle School shows little ethnic diversity, but serves a very poor rural area as well as a more economically diverse small town population. Also, its restructuring effort clearly draws on the principles of middle school instructional philosophies.

Sites in Multiple Research Focus Areas. Community School District 3 in New York City was exceptionally active in all of the areas of interest for the proposed research. In addition to district sponsored and coordinated adult/child learning activities, it operates a wide range of parent and community involvement programs throughout the district. These are managed through a central office staff by district personnel and many parent volunteers. Further, every school in the district represents an intensive and innovative restructuring effort, combining districtwide principles and building level initiatives. One site, Crossroads Middle School, was considered an excellent candidate for investigation in the Restructuring focus area. It was our opinion that work with one or more schools in District 3 would be ideal for any of the three research focus areas.

Crossroads Middle School was eliminated from consideration in the middle grade education restructuring focus area because of the strength of the other candidate programs in that focus area, and because that specific school is the site of an ongoing multi-year ethnographic study conducted by the Bruner Foundation of New York. The adult/child learning activities organized by District 3 are so well developed that they justified its assignment as the primary recommended site for that focus area. While the strength of the districtwide program also qualified it for nomination as a site in the districtwide parent and community involvement program focus area, the balance seen across the other programs recommended for that focus area reinforced our judgement to assign the District 3 site to the adult/child learning experiences focus area.

The Tallahassee and Rochester sites presented a choice similar to that in the case of New York City's District 3. Strengths were seen in both districtwide programs and adult/child learning experiences. Because the Tallahassee site is a laboratory approach that was explicitly district-focused in its conception, and because its districtwide model is now being implemented among schools in Citrus County, Florida, we judged its best assignment to be in the districtwide parent and community involvement program focus area. Similarly, weighing the focus and strengths of the programs in Rochester led us to recommend it more highly for the adult/child learning experiences focus area than for investigation of districtwide programs. However, we have included each of these comprehensive programs as alternate recommendations in a second research focus area, in addition to their nominations as primary sites.

A factor that we considered in placing sites with multiple strengths was the dearth of effective and promising adult/child learning experiences sites that we were able to identify. We believe two elements of current school practice contributed to the difficulty in such identification. First, while a focus on innovative and thoughtful home learning programs is growing in popularity, it is still a relatively recent phenomenon. As a result, many school have not yet organized such efforts, or have not implemented such an approach for two or more years. Many teachers, of course, may be experimenting with the adult/child learning experiences focus, but their schools may not have adopted the program across classes and instructors. Second, the nature of adult/child interactive learning activities is such that contacts with district and even school-building level administrators may not uncover the true extent of these teacher-driven efforts.

Conclusion

These recommendations constituted a set of sites that represent not only suitable candidates for the proposed field research, but also some of the most innovative and exciting programs currently being implemented by schools and districts. The identification of promising sites was complicated by the fact that many represent local initiatives that have not been documented in other research studies. RMC attempted to represent a range of contexts (e.g., urban/rural; poverty level; organizational patterns of districts/schools; and federal, state, and local policies), target populations (e.g., grade levels; ethnicity; and diversity) and program characteristics (e.g., the year of program initiation; program scope; commitment of resources; parent involvement activities and strategies; and program evaluation) in the recommendation of sites. Our choices among these promising sites reflected our best match, given current knowledge, between the need to identify exemplary programs, to meet research focus area requirements, and to address the concerns expressed in the general and specific criteria.

Data Collection

Scheduling of site visits

Researchers visited each site twice during the 1993-94 school year. Prior to the initial site visit, the Project Director and team leader worked with a key contact person in the district to introduce them to the study and to obtain the necessary district authorization to collect interview data through site visits. The first site visits were completed by the team leader during the fall/early winter of 1993, involving two to three days per site (excluding travel). The second round of site visits was completed by a two-person team (the team leader and a second RMC staff person or consultant) during the spring of 1994, involving four or five days per site (excluding travel). Phone calls were made to key stakeholders in the fall of 1994 to document program continuity and any changes in design and implementation.

Onsite data collection activities

Round one of data collection focused on the following activities (carried out by the team leader):

- Conduct telephone interviews with, and solicit of documentation from, appropriate state officials for the site chosen to represent a statewide family involvement or restructuring initiative prior to onsite data collection.
- Review the purpose of the study and field work plan in an introductory presentation(s) or interviews with key school administrators and groups (superintendent or designee, principals, governing or advisory groups);
- Conduct an indepth interview with the staff person directly responsible for supervising the comprehensive districtwide parent and community involvement and activities;
- Work with districtwide and individual school contacts to develop a tentative schedule for data collection activities during round two (including dates for this visit);
- Identify the types of available documentation related to the comprehensive districtwide parent and community involvement and activities (e.g., federal, state, and districtwide policies, program descriptions, curriculum materials, meeting minutes, participation records, annual reports, evaluation reports, funding proposals) and collection of copies of key documents; and
- Identify types of key informants and groups to be interviewed during the second site visit and procedures for requesting their participation in individual or small group interviews (establish with the site contact person who made arrangements for space, scheduling, etc.). Individual and small group interviews were scheduled with representative groups of involved parents, schools staff, and community members; key informants (who may not be directly involved) were identified as sources for contextual information about the community, district, and site and either telephone or in-person interviews were scheduled.

The following data collection activities were completed as part of the second site visit (carried out by a two-person team):

- Conduct individual interviews and/or small focus groups with key informants, including a sample of involved community members, district personnel, school-level personnel (especially staff who had the occasion to be in contact with parents, principals, teachers, parent liaisons and guidance counselors), parents or family members, and any program, building, and/or district advisory group members;

- Observe districtwide activities (including school board meetings, site-based management teams, and parent organizations); and
- Conduct an exit interview with the staff person directly responsible for supervising the districtwide parent and community involvement and activities.

Instrumentation

RMC developed a set of semi-structured interview guides that specified lead-in questions and probes for each major topic of interest. These guides were then customized to each site. The use of a standard set of interview guides ensured that comparable information was obtained at each site without imposing an unnatural formality on the conversations. The major types of data that were collected onsite, sources of these data, and type(s) of instruments that were developed are summarized in Exhibits 4, 5, and 6 on the following pages.

Data Analysis

Data reduction and reporting

Findings from each site were summarized in two ways. First, the research questions were used as the basis for a data reduction guide. After each round of field work, team members prepared narrative responses to each question in the guide based on their interview and observation notes, and the systematic review of documentation.

Second, individual case study narratives were prepared using a common format. The case study report included the following sections:

- Introduction (highlights of the program)
- Context (federal, state, and local policies; key characteristics of the district and state, when appropriate; and the history of the initiative)
- Planning and Design (key decisions, events and players; incentives; responsibilities planned for parents, facilitators, and community members; the initial conceptualization of the program including philosophy and goals, program components, key players and roles - especially staff roles, and the strategies and activities to involve parents and community members in multiple roles)

Exhibit 4

Comprehensive Districtwide Parent Involvement Programs: Data Collection Strategy

Major Types of Data	Sources of Data/Methods								
	1	2	3	4	5	6	7	8	9
Context: Larger Environment Role of federal and state policies and programs	✓						✓		✓
Role of other factors (key decisions/events, funding)	✓	✓					✓		✓
Context: Local Environment Role of district policies and practices	✓	✓	✓			✓	✓		✓
Role of other factors (organizational structures, resources)	✓	✓	✓	✓	✓	✓	✓		
Influences of the larger environment on the local environment	✓	✓				✓	✓		✓
Planning and Design Planning process (basic features, key decisions/events, roles of key players)	✓	✓	✓	✓	✓	✓			✓
Design (type of strategies/activities; evolution of design concept)	✓	✓	✓	✓	✓	✓			✓
Influence of the local environmental context on planning and design	✓	✓	✓		✓	✓			✓
Current Implementation Key characteristics of implementation (initial activities; similarity of activities to original design; differences; key players and roles)	✓	✓	✓	✓	✓	✓		✓	✓
Barriers/response strategies	✓	✓	✓	✓	✓	✓			✓
Support Systems Role of external and internal supports (use of research information, resources, community structure)	✓	✓	✓	✓	✓	✓			✓
Effects of support systems on planning, design, and implementation	✓	✓	✓	✓	✓	✓			✓
Resources (fiscal, physical, or human resources; in-kind resources; source and amount of resources)	✓	✓	✓	✓	✓	✓			✓
Outcomes Effects of the program (use of outcomes data, roles of family and community, institutionalization of strategies and activities)	✓	✓	✓	✓	✓	✓			✓
Unanticipated effects on family and community involvement	✓	✓	✓	✓	✓	✓			✓

1. Individual interviews with director/key staff
2. Individual or small group interviews with involved district personnel
3. Individual or small group interviews with involved school-level personnel
4. Small group interviews with involved parents, family members
5. Individual or small group interviews with other involved community members
6. Group interview with any advisory group(s) and established parent-teacher organizations
7. Telephone or individual interviews with other key informants (for contextual information)
8. Observation of key activities
9. Document review (will vary by site)

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Exhibit 5
School Restructuring and Parent Involvement: Data Collection Strategy

Major Types of Data	Sources of Data/Methods								
	1	2	3	4	5	6	7	8	9
Context: Larger Environment Role of federal and state policies and programs	✓						✓		✓
Role of other factors (key decisions/events, funding)	✓	✓				✓	✓		✓
Context: Local Environment Role of district/school policies and practices	✓	✓	✓			✓	✓		✓
Role of other factors (administrative structures, resources)	✓	✓	✓	✓	✓	✓	✓		
Influences of the larger environment on the local environment	✓	✓				✓	✓		✓
Planning and Design Planning process (basic features; role of key players; substance of plan and revisions)	✓	✓	✓	✓	✓	✓			✓
Design (types of strategies/activities; evolution of design concept)	✓	✓	✓	✓	✓	✓			✓
Influence of the local environmental context on planning and design	✓	✓	✓		✓	✓			✓
Current Implementation Key characteristics of restructuring; initial activities; similarity of activities to original design; differences; key players/roles	✓	✓	✓	✓	✓	✓		✓	✓
Barriers/response strategies	✓	✓	✓	✓	✓	✓			✓
Support Systems Role of external and internal supports (use of research information, resources, community structure, leadership)	✓	✓	✓	✓	✓	✓			✓
Effects of support systems on planning, design, and implementation	✓	✓	✓	✓	✓	✓			✓
Resources (fiscal, physical, or human resources; in-kind resources; source and amount of resources)	✓	✓	✓	✓	✓	✓			✓
Outcomes Effects of restructuring activities (school-home communication; new roles for parents in schools; new roles for schools regarding parents; new roles for the community in schools)	✓	✓	✓	✓	✓	✓			✓
Unanticipated effects on family and community involvement	✓	✓	✓	✓	✓	✓			✓

1. Individual interviews with director/key staff
2. Individual or small group interviews with involved district personnel
3. Individual or small group interviews with involved school-level personnel
4. Small group interviews with involved parents, family members
5. Individual or small group interviews with other involved community members
6. Group interview with any advisory group(s) and established parent-teacher organizations
7. Telephone or individual interviews with other key informants (for contextual information)
8. Observation of key activities
9. Document review (will vary by site)

Exhibit 6
Adult-Child Learning Programs: Data Collection Strategy

Major Types of Data	Sources of Data/Methods								
	1	2	3	4	5	6	7	8	9
Context: Larger environment Role of demographics, economy, history	✓				✓	✓			✓
Context: School and school district Role of policies and practices	✓	✓			✓	✓			✓
Role of resources (district, school and teacher)	✓	✓							
Influence of the larger environment on the school and school district	✓	✓				✓			✓
Planning and Design Planning process (basic features, key decisions/events, contents)	✓	✓	✓		✓	✓			✓
Design (key players, incentives)	✓	✓	✓		✓	✓			✓
Current Implementation Key characteristics of implementation (attitudes/beliefs, organizational structure, activities/practices, recruitment strategies, other family/community involvement)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Barriers/response strategies	✓	✓	✓	✓	✓	✓			✓
Support Systems Role of external and internal supports (leadership, use of research information, classroom structures, family attitudes, community structures)	✓	✓	✓		✓	✓			✓
Resources (fiscal, physical, or human resources; in-kind resources; source and amount of resources)	✓	✓	✓		✓	✓			✓
Intermediate Outcomes Perceived/actual benefits (to families and school staff)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unanticipated effects on family and community involvement	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ultimate Outcomes Benefits to students (increased skills/knowledge; improved attitudes)	✓	✓	✓	✓			✓	✓	✓

1. Individual interviews with director/key staff
2. Small group interviews with involved teachers by grade
3. Small group interviews with involved parents/family members by grade
4. Small group interviews with involved students by grade
5. Group interview with any advisory group
6. Individual interviews with other involved community members/business/social services
7. Indepth individual interviews with parent/family member
8. Indepth individual interview with student
9. Observation and/or document review

- Current Implementation (relationship between identified program elements; the degree of implementation of the types of parent and community involvement; how the roles of staff and parents have changed; barriers and response strategies)
- Support Systems (types of program supports - external and internal - available during planning, design and implementation, particularly the use of research information, resources, and community structure)
- Outcomes (the uses of outcomes data, roles of family and community involvement in comprehensive programs, new roles for parents in schools, new roles for the community in schools, and the unanticipated effects of the activities on parent and community involvement)
- Lessons (summary of lessons that emerge from the initiative in this district)

Finally, a cross-case narrative was prepared. Eight major issues of middle grade parent, family, and community involvement were identified across all nine sites. These eight issues are presented in Volume I of this Final Technical Report.

APPENDIX

Site Nomination Summaries

Site Nomination Summary - Strand 1
Districtwide Comprehensive Parent Involvement Programs

Site 1

Family/School/Community Partnership
Florida State University School (FSUS)
West Call Street B-166
Tallahassee, FL 32306
Mildred Alexander, Director

CONTEXT

State/District Policies
- Florida has a strong legal and policy framework promoting a range of family involvement efforts
- District has formal parent involvement policy

Urbanicity
- Urban

Poverty Level
- 20% poverty rate (state average)

Organizational Patterns
- FSUS comprises its own public school district
- Elementary school (preK-5)
- Middle school (6-8)
- High school (9-12)
- Each has population of approximately 300 students

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Site 2

Fort Worth Independent School District
100 North University Drive
Fort Worth, TX 76107-1360
Dr Don Roberts, Superintendent

CONTEXT

State/District Policies
- Since 1986, Texas has a mandated site-based management policy that includes parents on school advisory councils
- The district has, as a major policy goal, parent and community involvement

Urbanicity
- Urban

Poverty Level
- 60% free/reduced lunch

Organizational Patterns
- 64 elementary schools (PreK-5)
- 8 middle schools (6-8)
- 12 high schools (9-12)
- Total enrollment of over 65,000 students

Site 3

Jefferson County Public Schools
Van Hoose Education Center
PO Box 34020
Louisville, KY 40232-4020
Patti Hearns, Deputy Superintendent of Internal and External Communication

CONTEXT

State/District Policies
- State mandated policies; 1990 Kentucky Education Reform Act
- District parent involvement programs for at 12 years

Urbanicity
- Urban

Poverty Level
- 46% free/reduced lunch

Organizational Patterns
- 88 elementary schools (K-5)
- 24 middle schools (6-8)
- 21 high schools (9-12)
- Alternative school options:
  - Magnet schools
  - Choice schools
  - Option schools
  - "School within a school" schools
- Stable enrollment, although birth rate is down

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Site Nomination Summary - Strand 1 (continued)
Districtwide Comprehensive Parent Involvement Programs

TARGET POPULATION
Grade Levels
- Middle School serves grades 6 - 8

Ethnicity
- Students from all parts of the city selected by lottery:
  - 20% African American
  - 69% Anglo
  - 11% Asian, Native American, others

Percentage of Population Involved
- 85% parent attendance rate at Middle School open house

Representative of Diversity?
- Involved parents reflect the diversity of the school at large

PROGRAM CHARACTERISTICS
Year of Program Initiation
- 1988

Program Scope
- Districtwide effort to view "school as family"
- "Full service school"

TARGET POPULATION
Grade Levels
- Grades 6-8 are served by the middle schools

Ethnicity
- 33% Anglo
- 31% Hispanic
- 34% African American
- 2% Asian, Native American

Percentage of Population Involved
- In schools with institutionalized programs, attendance at parent functions is high
- At some schools, parent involvement varies by types of activities

Representative of Diversity?
- Involved parents reflect the diversity of the school at large

PROGRAM CHARACTERISTICS
Year of Program Initiation
- 1986

Program Scope
- Districtwide efforts to coalesce varied parent involvement efforts; parent involvement occurs within various organizational structures (due to site-based management) and various programs (e.g., Chapter 1)
- Districtwide efforts to involve the community

TARGET POPULATION
Grade Levels
- Grades 6 - 8 are served in middle schools

Ethnicity
- 30% African American
- 69% Anglo
- 1% other

Percentage of Population Involved
- Good involvement but less than elementary schools
- A middle school PTA meeting will draw between 300 - 700 parents

Representative of Diversity?
- No, but starting to be

PROGRAM CHARACTERISTICS
Year of Program Initiation
- 1981

Program Scope
- Every school has PTA
- District requires "participatory management"

Site Nomination Summary - Strand 1 (continued)
Districtwide Comprehensive Parent Involvement Programs

Commitment of Resources
- Initial funding was available from the federal Carl D Perkins Act
- FSUS receives state funds as a public school district
- In-kind support (including volunteers, office space, personnel, and services) comes from Florida State University and local businesses

Parent Involvement Strategies
There is strong evidence of parent involvement within each of Epstein's types. Examples include:
- FSUS sponsors numerous parent workshops and distributes a wide range of resources for parents
- They use newsletters, open houses, and other communication strategies FSUS has several types of home/school conferences based on individual needs
- FSUS has an extensive volunteer program; some volunteers have gone on to become paid staff
- A publishing center is staffed by parents and a check-out program encourages parents to work with their children at home using school equipment
- Parents are part of all advisory councils and decision making groups

Commitment of Resources
- Some use of program funds (e.g., Chapter 1, community)
- Site-based fund raising efforts
- Districtwide involvement of community resources through an Adopt-A-School program and grants

Parent Involvement Strategies
There is strong evidence of parent involvement within each of Epstein's types. Examples include:
- District sponsors a "Parent University" using Megaskills curriculum
- Open houses, newsletters and special programs (Parents United with Teachers - "PUT") are used for school/home communication
- Fort Worth encourages schools to use volunteers; parents are recognized throughout the year
- Parent workshops are given on homework; there is a homework "hotline" that parents and students can call
- Each middle school has a parent advisory group; parents serve on the site-based management team

Commitment of Resources
- Paid administrative staff; acts as liaison between PTA and school system

Parent Involvement Strategies
There is strong evidence of parent involvement within each of Epstein's types. Examples include:
- Parenting workshops and training are offered
- Newsletters sent home from district, PTA, and local schools
- Volunteers are organized through PTA "At-risk" schools have community advocate to help involve hard-to-reach parents
- Powerbook computers can be checked out and children and parents receive training at home
- The PTA is very strong Parents are involved in decision making such as the legislative committee, the curriculum/text book committee
- Local businesses sponsor mentors, speakers, and "Parent Universities"

Site Nomination Summary - Strand 1 (continued)
Districtwide Comprehensive Parent Involvement Programs

- FSUS collaborates with several departments within the University, Health Rehabilitation Services, the local hospital, and numerous area businesses

- Fort Worth seeks community support through an Adopt-A-School program, local businesses and foundations (Tandy, Sid Richardson); middle schools were involved in "Vitalink," a program linking students and their parents with local businesses

Program Evaluation

- A three year summative evaluation has been completed

Program Evaluation

- Program evaluation is available through the Department of Research and Evaluation
- Specific middle school evaluation of parent involvement is available at each site, but consists primarily of demographic information such as number of parents involved

Program Evaluation

- Surveys of parent, teacher, student "customer satisfaction"
- Each school reports to public

OTHER

Selection Criteria Not Met

- Meets all criteria for strand 1

OTHER

Selection Criteria Not Met

- Meets criteria for strand 1

OTHER

Selection Criteria Not Met

- Meets criteria for strand 1
- Documented through Edna McConnell Clark Foundation

Other Research Strands

- Meets all criteria for strands 2 and 3

Other Research Strands

- May meet criteria for strand 2 through site-based management

Other Research Strands

- Meets criteria for strand 3

Misc

- School officials are working with Citrus County and Duval County school to implement this model in their districts

Misc

- Dr Audrey Guidon is currently responsible for gathering data on parent involvement efforts districtwide Her mission is to "put our arms around all the school/family efforts in the district"

Misc

- "New Kid in School" program set up technology labs in all schools across district
- Developing new middle school conference policy; 3 conferences per year

Site Nomination Summary - Strand 1 (continued)
Districtwide Comprehensive Parent Involvement Programs

Site 4 - Alternate

Minneapolis Public Schools
807 NE Broadway
Minneapolis, MN 55413
Robin Cousin, Coordinator of Volunteer Programs

CONTEXT

State/District Policies

- State legislation directs the state department of education to develop guidelines and model plans for parent involvement programs
- Since June of 1991, Minnesota allocates $5 per pupil for parent involvement activities
- Minneapolis has a strong parent involvement policy

Urbanicity

- Urban

Poverty Level

- 60-70% free/reduced lunch

Organizational Patterns

- Elementary schools may cover grades K-3, 4-6, or K-8
- 7 middle schools span grades 6-8
- High schools include grades 9-12
- The total enrollment is 43,000 - 44,000

Site 5 - Alternate

Rochester City School District
131 West Broad Street
Rochester, NY 14614
Deleon McEwen, Director of Parent and Community Involvement

CONTEXT

State/District Policies

- New York has state mandated parent involvement policy
- Rochester has district policy

Urbanicity

- Urban

Poverty Level

- 76 - 77% free/reduced lunch

Organizational Patterns

- 38 elementary schools (K-6)
- 5 middle and junior high schools (7-8)
- 8 high schools (9-12)
- Total enrollment 34,369

Site Nomination Summary - Strand 1 (continued)
Districtwide Comprehensive Parent Involvement Programs

TARGET POPULATION

Grade Levels

- Grades 6 - 8 are served in both elementary and middle schools in this district schools
- Grades 7 - 8 are housed in middle and junior high schools

Ethnicity

- 45% Anglo
- 25% African American
- 20% Asian
- 5% Hispanic
- 5% Native American, others

Percentage of Population Involved

- 50-75% middle school parents attend parent functions
- Attendance depends on school

Representative of Diversity?

- Involved parents do not reflect the diversity of the district at large; this is a important goal

PROGRAM CHARACTERISTICS

Year of Program Initiation

Parent involvement has been a major district effort for 20 - 30 years

Program Scope

- Each school building in Minneapolis is required to develop a building family/school/community plan that is submitted to the district

TARGET POPULATION

Grade Levels

- Grade 6 is served within the elementary schools
- Grades 7 - 8 are housed in middle and junior high schools

Ethnicity

- 35% African American
- 45% Anglo
- 15% Hispanic
- 5% Asian, Native American, others

Percentage of Population Involved

- High rates of attendance at open house
- Less than 75% of parents attend conferences

Representative of Diversity?

- Involved parents reflect the diversity of the school at large

PROGRAM CHARACTERISTICS

Year of Program Initiation

- 1979

Program Scope

- Districtwide effort to involve parents at all levels

Site Nomination Summary - Strand 1 (continued)
Districtwide Comprehensive Parent Involvement Programs

Commitment of Resources

- District level paid staff
- District commitment and support towards school efforts
- Site-based fund raising efforts

Parent Involvement Strategies

There is strong evidence of parent involvement within each of Epstein's types. Examples include:

- District or individual schools offer community meetings, parent education workshops
- District "Update" keeps families and staff informed about district events and issues on a monthly basis
- The district trains and places volunteer tutors and supports school-based volunteer programs
- In conjunction with the Lion's Club, the district offers "Quest," a program that exposes parents to social skills that their children should have
- Each school has site-based management with at least 25% nonstaff involvement in 1993 and 50% nonstaff involvement for 1994 The district also has citizen advisory committees and other committees where parents are involved The Parents Advocating at the Legislative Level (PALL) lobbies for additional funds

Commitment of Resources

- District has provided some matching funds
- Program has raised funds
- Some use of federal funds such as Chapter 1

Parent Involvement Strategies

There is strong evidence of parent involvement within each of Epstein's types. Examples include:

- Rochester sponsors parenting workshops and parent training
- They hold a central office open houses to help establish relationships with administrators
- Rochester has an extensive volunteer program and recognize parents during Parent Recognition Month
- A booklet is available to help parents get involved with their children over the summer months
- There is an active parent group at each Rochester school A district parent council is made up of parent representatives from all 54 schools
- Rochester collaborates with a local supermarket chain, Toyota, and Eastman Kodak to sponsor numerous programs

Site Nomination Summary - Strand 1 (continued)
Districtwide Comprehensive Parent Involvement Programs

- "Hennepin Redesign" is a collaborative effort with county and community agencies to provide Minneapolis families with easy access to services

Program Evaluation

- The district surveys teachers and principals to determine needs and to documenting parent involvement activities

OTHER

Selection Criteria Not Met

- Meets criteria for strand 1

Other Research Strands

- May meet criteria for strand 2 through site-based management

Program Evaluation

- No formal evaluation data available
- Specific program information, such as attendance, is available

OTHER

Selection Criteria Not Met

- Meets all criteria for strand 1

Other Research Strands

- Meets all criteria for strand 3

Site Nomination Summary - Strand 2
School Restructuring

Site 1

J B Beck Middle School
PO Box 1747
Georgetown, South Carolina 29442
Celeste Pringle, Principal

CONTEXT

State/District Policies

- South Carolina Education Initiative has parent involvement policy
- District has formal parent involvement policy
- Statewide REACH project

Urbanicity

- Small city and rural

Poverty Level

- 51% free/reduced lunch

Site 2

Chaska Middle School
1750 Chestnut Street
Chaska, MN 55318
Len Takkunen, Principal
Betsy Bralts, Director of Research and Development (District)

CONTEXT

State/District Policies

- State legislation directs the state department of education to develop guidelines and model plans for parent involvement programs
- District has a policy scheduled for an update

Urbanicity

- Small town, rural, and suburban
- District serves Jonathon, a planned community

Poverty Level

- 15% free/reduced lunch

Site 3

Lamoni Community Middle School
202 N Walnut
Lamoni, Iowa 50140
Jim Weate, Teacher
Sue Ann Payne, Superintendent

CONTEXT

State/District Policies

- State policy on parent and community inclusion in curriculum groups
- Strong district commitment to parent and community involvement

Urbanicity

- 40% rural, 60% small town

Poverty Level

- 60% free/reduced lunch
- Serves poorest rural county in state
- Paired with Grand Valley District *85% poverty) to serve their students in grades 6-12
- Serves students from orphan group home

Site Nomination Summary - Strand 2 (continued)
School Restructuring

Organizational Patterns
- One of four middle schools
- 9 elementary schools (K-5)
- 4 high schools (9-12)
- 1 high school (7-12)

TARGET POPULATION
Grade Levels
- Serves grades 6-8

Ethnicity
- 55% African American
- 45% White

Percentage of Population Involved
- All families in Project REACH participate in one or more activity
- "High" participation in Quality Circles and other involvement programs

Representative of Diversity?
- Participants from all served communities in Project REACH or other programs
- REACH focus on "pocket communities" draws on diversity

Organizational Patterns
- 1 early childhood center (PreK-1)
- 4 elementary schools (1-5; 2-5; or K-5)
- 1 middle school (6-8)
- 1 high school (9-12)

TARGET POPULATION
Grade Levels
- Serves 1000 students in grades 6-8

Ethnicity
- 4% ethnic minority population

Percentage of Population Involved
- School and district decision making opportunities for parents draw "overwhelming" numbers of parents
- Variety of committees draws many different parent into involvement
- Site councils have constant list of willing parents

Representative of Diversity?
- Served population has little diversity
- "Biggest challenge" is goal to engage and involve more diverse families

Organizational Patterns
- 1 elementary school (K-5)
- 1 middle school (6-8)
- 1 high school (9-12)
- All schools on one campus
- Approximately 500 students in district

TARGET POPULATION
Grade Levels
- Serves 100 students in grades 6-8

Ethnicity
- Anglo

Percentage of Population Involved
- Last Outdoor Day had more than 50 parents still in attendance at close of event
- Broad community involvement in student-run business

Representative of diversity?
- Highest participation from town community
- Goal to increase rural community participation

Site Nomination Summary - Strand 2 (continued)
School Restructuring

PROGRAM CHARACTERISTICS

Year of Program Initiation
- 1986 (Project REACH)

Program Scope
- Site in statewide Project REACH
- School Quality Circles include parents and community representatives
- Some district sponsored involvement activities

Commitment of Resources
- REACH funds
- Budget and small amount of funds from district

Scope of Restructuring Efforts
- Project REACH involves parents and community members as informants, teachers, resources, and learners; students become community experts, writers, and researchers in collaboration with their families and communities
- Quality Circles for school improvement
- "Systemic" changes across programs and among teachers

PROGRAM CHARACTERISTICS

Year of Program Initiation
- 1985

Program Scope
- Districtwide initiative
- District parent liaison
- Middle school programs

Commitment of Resources
- Parent Liaison is funded through Community Education Department
- Staff development funds are made available through state initiative

Scope of Restructuring Efforts
- Learner centered, active learning curriculum and instruction
- New roles for teachers
- Applied learning opportunities coordinated with community
- New roles defined for parents and community members; involvement as goal
- Differentiated staffing, including use of parents and community members
- Multiage grouping for all grades (current focus on elementary grades)
- Site-based management

PROGRAM CHARACTERISTICS

Year of Program Initiation
- 1987

Program Scope
- Districtwide programs
- Middle grade initiatives

Commitment of Resources
- Teaching and administrative staff in school and district contribute time and skills

Scope of Restructuring Efforts
- Student-run business
- Elements of Foxfire model
- Middle school creation and philosophy
- Interdisciplinary, project-based learning
- Student research about and involvement in community and state issues

Site Nomination Summary - Strand 2 (continued)
School Restructuring

Parent Involvement Strategies
- Families as community experts and informants
- Parents and community members as teachers
- Presentations by parents and community members to classes
- Pocket community study
- Statewide REACH Fair on site
- Annual projects and products
- Adopt-a-School partnerships

Parent Involvement Outcomes
- High degrees of participation from economically and culturally diverse communities served by school
- Parents feel community values are respected and connected to schooling

Program Evaluation
- Yearly report to REACH Director requires surveys of school and community participants

Parent Involvement Strategies
- Parent steering committee determines parent education topics
- Site-based management teams are composed of staff and parents
- Site council has parent involvement committee
- District site council with parent and community members meets monthly
- "Families" of parents become expert in curriculum areas, coordinate use of parents and community members as teaching resources
- Community role models identified
- Applied learning projects coordinated with parents and community
- Parents fill differentiated staffing roles, including teaching teams
- District parent liaison

Parent Involvement Outcomes
- Degree of participation in district and school decision making even higher than expected
- Involvement and desire of parents and community so great that resources diverted to this area from other programs

Program Evaluation
- Consultants from NEA project assist in planning for evaluation activities
- Committee established to develop creative evaluation plan for parent and community involvement program

Parent Involvement Strategies
- Monthly newsletter to parents
- Volunteer program
- Student activities designed to promote parent involvement
- Interdisciplinary projects with roles for parents and community members
- Parent involvement in task forces on school policies
- Partnerships with and support from community businesses
- Outdoor Day uses parents as teachers
- Parent councils

Parent Involvement Outcomes
- Parent group input led to middle school creation
- Parents now initiating and organizing with school on policy-related issues and decision making

Program Evaluation
- No formal evaluation of total program
- Documentation and evaluation of student-run business activities

OTHER
Selection Criteria Not Met
- Meets all of Strand 2 criteria

Other Research Strands

Misc
REACH is a CHART project with startup funds from the Rockefeller Foundation

OTHER
Selection Criteria Not Met
- Poverty level is low

Other Research Strands
- Meets criteria for strand 1

Misc
- District is the Minnesota Learning Lab site designated by the NEA

OTHER
Selection Criteria Not Met
- Meets all criteria for Strand 2

Other Research Strands
- Meets criteria for Strand 1

Misc
- As member of consortium, recently obtained New Iowa Schools Development Corporation grant
- District and middle school programs frequently publicized in rural schools network of publications

Site 4 - Alternate

Camel's Hump Middle School
RD1 Jericho Rd
Richmond, Vermont 05477
Bob Goudreau, Principal

CONTEXT
State/District Policies
- Building specific initiative
- District to set policy this year
- State support of involvement goal but no formal policy

Urbanicity
- Small town

Poverty Level
- 15% free/reduced lunch

Site 5 - Alternate

Shelburne Middle School
Harbor Road
Shelburne, Vermont
Lynn McDonald, Counselor
Carol Spencer, Principal

CONTEXT
State/District Policies
- District has informal parent involvement policy and leadership
- State support of involvement goal but no formal policy

Urbanicity
- Small town and rural

Poverty Level
- 4% free/reduced lunch

Site Nomination Summary - Strand 2 (continued)
School Restructuring

Organizational Patterns
- 5 elementary schools
- 2 middle schools
- 1 high school
- School program organized into Learning Environments

TARGET POPULATION
Grade Levels
- Serves 450 students grades 5 to 8

Ethnicity
- Anglo

Percentage of Population Involved
- Cadre of parents on curriculum development committees
- All parents involved with child's placement and educational plan in programs and classes
- Some businesses actively involved
- Parent group provides large number of volunteers and helps with newsletters

Representative of Diversity?
- Served population has little diversity
- Cadre of highly active parents
- Learning Environments organization draws involvement across all families

Organizational Patterns
- K-8 in 2 Shelburne schools
- Belongs to union district with:
- 5 elementary-middle schools
- 1 high school (9-12)

TARGET POPULATION
Grade Levels
- Serves grades 6 to 8; 800 students from 500 families in grades K, 4-8 in building

Ethnicity
- Anglo

Percentage of Population Involved
- High percentage of non-working parents attend outreach activities
- Some non-working parents in early morning programs
- Cadre of approximately 20 active families on Program Advisory Council
- Average attendance of 30 families at PTO Monthly Board meetings
- 30-40 families usually attend PTO Forums

Representative of Diversity?
- Little diversity in served population
- See "Population Involved" above

Site Nomination Summary - Strand 2 (continued)
School Restructuring

PROGRAM CHARACTERISTICS
Year of Program Initiation
- Learning environments program begun 1986
- Other activities begun 1990
- NASDC site 1992

Program Scope
- Building specific
- "Break the mold" school

Commitment of Resources
- $50,000 from consortium with New American Schools Development Corporation contract

Scope of Restructuring Efforts
- Greater community involvement in curriculum and instruction
- Use technology to deliver instruction more effectively and persuasively
- Link school with the community using technology
- Reorganize curriculum into Learning Environments
- Show parents role and challenge of schooling for the 21st Century

PROGRAM CHARACTERISTICS
Year of Program Initiation
- PTO in 1978
- Parents as Partners in 1992
- Reorganized age group Teams in response to parent input in 1991

Program Scope
- Districtwide "Transformation" restructuring program
- Parent input on future direction of school
- Organization of middle grades schooling team

Commitment of Resources
- District leadership support
- Recent state-federal grant of $1000 for parent math education

Scope of Restructuring Efforts
- School reorganization
- Create community-based school
- Total Quality Education
- Districtwide Essential Learning Behaviors define learning outcomes
- "Learning is the outcome, time is the variable"

Site Nomination Summary - Strand 2 (continued)
School Restructuring

Parent Involvement Strategies

- Outreach to business community
- Parent involvement in math and reading curriculum development
- Parent group for volunteers, assistance at school
- Needs assessment and surveys
- Learning environments created based on learning styles; parents are involved in child's placement, education plan
- Recent program to use technology to promote involvement

Parent Involvement Strategies

- Technology for improving home-school communication
- Regular communication from schools to families
- Exchange of information between families and school
- Volunteer programs
- PTO
- Program Advisory Council ("Parents as Partners")
- Focus Forums frequently held on topics of interest, including homework, views of community, other school organization or curriculum and instruction
- "Coffee with the Principal"
- PTO meetings in evenings and after-school in day, in addition to monthly Board meeting
- Monthly restaurant meetings with community

Parent Involvement Outcomes

- Community feels school genuinely interested in involvement
- Involvement now at point where unsolicited resources are being brought into school by parents and businesses

Parent Involvement Outcomes

- Focus Forum meeting in 1990 led to reorganization into middle grade team in 1991
- Increased community support led to recent approval of plan to link the two buildings into merged K-8 school with multiage teams for instruction

Program Evaluation

- Evaluation required for New American Schools Development Corporation project

Program Evaluation

- No formal evaluation

Site Nomination Summary - Strand 2 (continued)
School Restructuring

OTHER
Selection Criteria Not Met
- Low poverty level

Other Research Strands

Misc
- Second round site in Vermont program of New American Schools Development Corporation's "Break the Mold" schools

OTHER
Selection Criteria Not Met
- Poverty level is low

Other Research Strands

Misc
Union district status incorporates autonomous local schools and requires more informal, less authoritative central leadership

Site Nomination Summary - Strand 3
Adult-Child Learning Programs

Site 1

Community School District 3
32 West 92nd Street
New York, NY 10025
Carolyn Onley, Program Coordinator

CONTEXT

State/District Policies
- New York has a state level parent involvement policy
- District has formal parent involvement policy

Urbanicity
- Urban

Poverty Level
- 75% free/reduced lunch

Organizational Patterns
- 18 elementary schools (K-5, K-6 or K-3)
- 3 middle schools (6-8)
- 1 high schools (9-12)

Site 2

Natchez-Adams School District
The Natchez-Adams Chapter 1 Parent Center
10 Homochitto Street
Natchez, MS 39120
Judy Sturdivant, Chapter 1 Coordinator
Dr Willie J Hoskin, Superintendent

CONTEXT

State/District Policies
- Mississippi strongly encourages parent involvement

Urbanicity
- Rural

Poverty Level
- 80% free/reduced lunch rate

Organizational Patterns
- Consolidated district with enrollment of 6,200 students
- 2 primary schools (PreK-1)
- 2 elementary schools (2-6)
- 1 middle school (7-8)
- 1 high school (9-12)
- 56% of students qualify for Chapter 1 services

Site 3

Rochester City School District
131 West Broad Street
Rochester, NY 14614
Deleon McEwen, Director of Parent and Community Involvement

CONTEXT

State/District Policies
- New York has state mandated parent involvement policy
- Rochester has district policy

Urbanicity
- Urban

Poverty Level
- 76 - 77% free/reduced lunch

Organizational Patterns
- 38 elementary schools (K-6)
- 5 middle and junior high schools (7-8)
- 8 high schools (9-12)
- Total enrollment 34,369

Site Nomination Summary - Strand 3 (continued)
Adult-Child Learning Programs

TARGET POPULATION
Grade Levels
- The middle schools serve grades 6 - 8

Ethnicity
- 35-40% African American
- 15% Anglo, Asian, others
- 45% Hispanic, others

Percentage of Population Involved
- District contact did not have an exact percentage of families involved

Representative of Diversity?
- Involved parents reflect the diversity of the school at large

PROGRAM CHARACTERISTICS
Year of Program Initiation
- 1988

Program Scope
- Strong district leadership offered "Choice" option to 2 large crime ridden junior high schools
- Districtwide parent involvement coordinator

TARGET POPULATION
Grade Levels
- Serves preschool through grade 8

Ethnicity
- 60% African American
- 40% Anglo

Percentage of Population Involved
- Approximately 50% of Chapter 1 families are involved in Parent Center activities

Representative of Diversity?
- Involved parents reflect the diversity of the school at large

PROGRAM CHARACTERISTICS
Year of Program Initiation
- 1987

Program Scope
- Supports district Chapter 1 parents in their efforts to work effectively with their children at home, to increase academic achievement

TARGET POPULATION
Grade Levels
- Grade 6 is served within the elementary schools
- Grades 7 - 8 are housed in middle and junior high schools

Ethnicity
- 35% African American
- 45% Anglo
- 15% Hispanic
- 5% Asian, Native American, others

Percentage of Population Involved
- High rates of attendance at open house
- Less than 75% of parents attend conferences

Representative of Diversity?
- Involved parents reflect the diversity of the school at large

PROGRAM CHARACTERISTICS
Year of Program Initiation
- 1979

Program Scope
- Districtwide effort to involve parents at all levels

Site Nomination Summary - Strand 3 (continued)
Adult-Child Learning Programs

Commitment of Resources
- Building space

Student/Family Interactive Learning Strategies
- Home Learning Kits available for students and parents

Program Evaluation
- Program evaluated both internally by district R&E and externally by the Institute for Responsive Education

OTHER
Selection Criteria Not Met
- Crossroads Middle School is currently being studied by Bruner Foundation

Other Research Strands
- Highly suitable for strands 1 and 2

Commitment of Resources
- Funded with Chapter 1 and Even Start monies
- District funds sponsor non-Chapter 1 families
- Adult basic education classes sponsored by Copiah-Lincoln Community College and the University of Mississippi

Student/Family Interactive Learning Strategies
- Training for parents to use instructional materials at home with children
- Educational materials are loaned out
- Take home computer program
- Parenting workshops (eg, discipline)
- Parent education (eg, Even Start)
- Tutoring program operates in local apartment complexes

Program Evaluation
- Evaluation efforts are informal
- Chapter 1 students show growth in academic achievement
- Number of involved families has grown from 150 to 3,000 in five years

OTHER
Selection Criteria Not Met
- Meets criteria for strand 3

Other Research Strands

Commitment of Resources
- District has provided some matching funds
- Program has raised funds
- Some use of federal funds such as Chapter 1

Student/Family Interactive Learning Strategies
- A booklet is available to help parents get involved with their children over the summer months
- Chapter 1 operates a parent learning center
- Megaskills workshops are offered; designed to help parents help their children

Program Evaluation
- No formal evaluation data available
- Specific program information, such as attendance, is available

OTHER
Selection Criteria Not Met
- Meets all criteria for strand 1

Other Research Strands
- Meets all criteria for strand 3

Misc

- Member of the Coalition of Essential Schools

Misc

Misc

Site 4 - Alternate

Family/School/Community Partnership
Florida State University School (FSUS)
West Call Street B-166
Tallahassee, FL 32306
Mildred Alexander, Director

For all categories except Strategies (below), see Strand 1 for a description of the Family/School/Community Partnership

Student/Family Interactive Learning Strategies

- A publishing center is staffed by parents
- A check-out program encourages parents to work with their children at home using school equipment
- Resources for parents including "Schoolday Survival for Parents" are available to provide helpful hints on topics such as homework, preparing children for school, parent/teacher relationships